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ABSTRACT

This guidebook argues that solutions to the many problems that internally plague academic institutions of higher education are best developed when administrators closely examine the values, beliefs, traditions, and histories that organizational members hold. Institutional evaluations should take place within a cultural context in which organizational members both shape and are shaped by the symbols and rituals of the institution. Eight principles are proposed for effective leadership of academic institutions. Principles are based on the concept that these institutions exist as cultures where a wide range of people with varied backgrounds are welcomed. Following the discussion of these principles, the guidebook offers four vignettes to illustrate how these principles can effect real change. Also included is an annotated bibliography of 64 references organized around six key areas: (1) academic culture/subculture research; (2) building diverse academic communities; (3) cultural leadership; (4) organizational change; (5) organizations as cultures; and (6) theoretical works on culture. (GLR)

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CULTURAL LEADERSHIP IN HIGHER EDUCATION

Robert A. Rhoads
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CULTURAL LEADERSHIP IN HIGHER EDUCATION

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National Center on Postsecondary
Teaching, Learning, and Assessment

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Introduction

A new academic vice-president at a state university wonders why recent initiatives to incorporate multiculturalism into the curriculum have failed. A president at a small liberal arts college is concerned about why students of color transfer to other institutions at a far greater rate than Anglo students. A dean of the college of engineering at a prestigious research university wants to know why only 2% of the students enrolled in engineering are women. A residence hall director at a comprehensive state university cannot understand why faculty are not more involved in residential programs.

These problems highlight some fundamental issues faced by many college and university leaders and raise questions about the goals and aspirations of faculty, staff, and students. In dealing with such dilemmas, administrators must ponder the very nature of what academic communities are all about. What are the dreams and aspirations of students, staff, and faculty, and how do these aspirations coincide with visions of the institution? What does the institution mean to each of these groups and what role does it play in the academic lives of students, faculty, and staff? What disappointments do these groups experience? What are their successes? These are a few of the questions which arise in searching out solutions to the difficult problems our colleges and universities face in the 1990s. Issues of unequal representation among students and staff based on race and gender,

balancing faculty teaching and research loads, financial shortfalls caused by decreased federal and state support, and campus hostility toward diverse members of our academic communities are only a few examples of the difficult problems administrators face. In this text we argue that solutions to such problems are best developed when administrators closely examine the values, beliefs, traditions, and histories that organizational members hold.

We suggest that to understand and act reflectively in academic environments administrators need to view the institution as a culture where organizational members both shape and are shaped by the symbols and rituals of the institution. By culture we mean the informal codes and shared assumptions of individuals participating in the organization. Understanding organizations in this light is frequently termed a "cultural framework." We make sense of complex social behavior by using organizing schemes or frameworks. Hence a cultural framework organizes concepts related to culture such as norms, values, and beliefs.

A cultural framework, first made popular in the business world, has become a major theoretical lens for understanding organizations (Davis, 1984; Deal & Kennedy, 1982; Peters & Waterman, 1982). Cultural frames have also become prominent in the field of higher education where works such as Kuh and Whitt's Invisible Tapestry (1988) and Bergquist's The Four Cultures of the Academy (1992) have contributed to our understanding of academic organizations as cultures. Kuh and Whitt offer

extensive coverage of the research and literature on culture in higher education. Bergquist explains how academic institutions operate by delineating four principal cultures: the collegial, the managerial, the developmental, and the negotiating.

Over recent years, the authors of this guidebook have conducted extensive research on higher education institutions using a cultural perspective (Chaffee & Tierney, 1988; Tierney, 1988b, 1989, 1990; Tierney & Rhoads, in press a, in press b). We have found such a framework to be insightful and practical. Other scholars, such as Bensimon and Neumann (1992), Birnbaum (1988, 1992), Clark (1970, 1987), and Dill (1982), have also employed cultural frames for understanding college and university life. Based on our own research and the research of other higher education scholars, we have generated eight principles for the effective leadership of academic institutions.

1. **Every college or university exists as a unique organizational culture.**
2. **Leadership in an academic culture requires putting people first.**
3. **Leadership in an academic culture requires connecting people.**
4. **Introducing innovation and change involves changing values and beliefs.**
5. **Building strong academic cultures requires enhancing diversity.**
6. **Effective socialization involves linking new**

members to institutional change and commitment.

7. **Understanding organizations as cultures means viewing them beyond their physical boundaries.**
8. **Leadership in an academic culture involves practicing effective cultural strategies**

When administrators begin to see organizations as cultures, our first principle, the remaining seven principles will follow. In other words, Principle 1 is the linchpin principle or foundation on which the other principles build. If we understand that institutions exist as cultures, then of course people are key. Similarly, it follows that connecting people with one another is imperative and that change requires reorienting the values and beliefs of organizational members.

We want to stress the importance of Principle 1: it is not merely helpful to <u>see</u> organizations as cultures. Instead, organizations <u>are</u> in fact cultures, and when we fail to recognize this, we limit our ability to lead academic communities.

We believe these eight principles are relevant and useful to many college and university administrators and academic leaders regardless of their position in the organizational hierarchy or the nature of their work. Therefore, we include a variety of organizational dilemmas discussed throughout this guidebook which highlight some of the pressing issues currently facing higher education institutions. Following our discussion of the eight principles, we offer four vignettes which help to illustrate how

these principles can affect real change.

As we have already noted, this text rests on the assumption that colleges and universities exist as unique cultures. However, there is another key assumption that underlies this work: we assume that cultural diversity should be a highly valued aspect of any institutional culture. By this we mean that a wide range of people with varied backgrounds should be welcomed in academe. Higher education should encourage increased democratic participation and citizenship on the part of all people--students, staff, and faculty alike--regardless of race, class, gender, or sexual orientation. This means that policy making should involve the entire academic community. In short, we are concerned with how academic leaders might build and enhance multicultural institutions where we use individual and group differences as a strength for creating institutional excellence and equity.

The eight principles presented in this guidebook represent only a summary snapshot of all the research and literature related to leading organizations as cultures. The discussion of these principles has been built upon much research in a wide range of literature. Because we recognize the need for academic leaders to expand their administrative repertoire, we include an annotated bibliography of references. This annotated bibliography is organized around six key areas: academic culture/subculture research, building diverse academic communities, cultural leadership, organizational change,

organizations as cultures, and theoretical works on culture.

Finally, throughout this guidebook we will use the phrases "administrators" and "academic leaders" interchangeably. We contend that effective administrators need to be sound leaders; hence, we encourage administrators to think in terms of leadership strategies.

PRINCIPLE 1 -- EVERY COLLEGE OR UNIVERSITY EXISTS AS A UNIQUE ORGANIZATIONAL CULTURE.

Selectivity, size, model of governance, geography, and degree of autonomy are just a few of the factors which differentiate colleges and universities. The composition of the student body, faculty, and staff also varies along many factors such as race, ethnicity, gender, and age. Because they are so different and distinctive, each academic institution represents a unique organizational culture.

Organizational culture provides individuals with a sense of identity (Smircich, 1983). It helps organizational members make sense of their social interactions by providing them with meanings grounded in cultural elements such as values, beliefs, and traditions (Deal & Kennedy, 1982). The informal codes associated with these cultural elements also serve as guidelines for how to act in different social contexts (Geertz, 1973). In essence, organizational culture is the glue that holds the institution together. For instance, the nature of faculty/student relations vary from one institution to another. At a small private college, faculty may spend extensive amounts of time with students, whereas graduate faculty at a major research university may rarely interact with undergraduate students. Neither institution has any formal rules about student/faculty interaction, yet clearly they exist. These types

of unstated expectations or norms form the essence of what we refer to as the culture of the organization.

Effective leadership of academic institutions demands that administrators understand their organizations as unique cultures (Bensimon & Neumann, 1992; Chaffee & Tierney, 1988). Because colleges and universities have their own institutional history, traditions, and symbolic meanings, administrators need to come to terms with organizational values and beliefs and recognize that various subcultures exist within the larger institutional culture (by subcultures we mean people who exhibit norms, values, and beliefs specific to an identifiable institutional group).

Be Aware of Institutional History

Every institution, no matter how young, has an institutional history revealed through stories passed on from year to year and from generation to generation. These stories may be about previous leaders (Clark, 1970), changes in faculty and/or student composition (Horowitz, 1987), the larger issues of evolution of the institutional mission (Tierney, 1989), or various departments and divisions. Academic departments may have undergone significant changes and fluctuations that have left their mark on the current terrain. Administrators involved in such a department benefit from this information because it helps them avoid the same mistakes predecessors have made. For instance, a new department chair uninformed about a previous unsuccessful

attempt to expand departmental course offerings may face difficult barriers if she remains in the dark about the department's history. Questions as to why the attempt failed may prove insightful in planning a new strategy.

Familiarity with the past may also help in making sense of why co-workers and students react the way they do to university decisions or policy discussions. Knowing that students put on a demonstration three years ago when the administration proposed eliminating student parking is helpful information for someone chairing the campus parking committee.

Actions to take:

* *Read the institutional histories that are available.*
* *Review materials such as notes, letters, and memos to gain an understanding of the past.*
* *Talk with members of the organization--the "tribal elders"--who have been there for an extended period of time to gain their sense of the oral history.*
* *Listen to the stories which are told or passed on from one organizational member to another.*
* *Internalize the history and appreciate its importance.*

Be Aware of Institutional Traditions

With institutional histories come typical patterns of performance and expectations about institutional practice known

as traditions. Administrators should involve themselves in institutional activities and observe the ways organizational members participate. Special attention should also be given to observing the everyday patterns of campus life as students, faculty, and staff go about their business. When administrators and academic leaders pay close attention to the everyday, to the mundane, they may be surprised by their discoveries. For example, we all have certain conceptions about how undergraduates experience college, yet we are continually taken aback when new realities are revealed to us. Knowledge about what students "actually" learn at college or how much time they "really" spend studying may come as a surprise to some of us (Becker, 1972; Moffatt, 1989).

The significance of traditions has a way of becoming apparent when they are violated by an unknowing administrator. For example, a few years ago a new president at a medium-size university discarded a long-standing institutional practice known as "College Day" during which employees celebrated the unique qualities of the institution. The new president saw the event as costly and a waste of time and productivity. However, the resulting disgruntlement over its cancellation cost more in productivity than the president saved.

Actions to take:

* *Learn the ceremonies and rituals of the organization by becoming a participant observer.*

* *Attend all ceremonial activities such as graduation, homecoming, and even those less formal events, such as the annual faculty and staff picnic.*
* *Before creating changes in cultural activities, discuss them with constituencies affected by the proposed change.*
* Establish new ceremonies and rituals to increase awareness *of the unique culture of the institution.*

Comprehend the Significance of Symbolic Meaning

In the preceding example, the new president failed to comprehend the symbolic importance of the tradition of "College Day." Symbolic meaning refers to events and practices that have an underlying significance which extends beyond their obvious or explicit purpose (Dill, 1982; Peters & Waterman, 1982; Smircich, 1983). Symbolic meaning is embodied not only in the most ceremonial events but also in the day-to-day operations. Wearing a tie or formal dress to work, walking around the campus or the office, or even shaking hands with fellow employees or students all send different messages depending on the context of these behaviors. For instance, a residence hall director who wears a tie to the residence hall office may be perceived differently by students than one who dresses in jeans and a t-shirt. The point is not that administrators should always "dress-up," but instead they should be aware of the symbolic meaning embodied by their

actions.

Not only do our behaviors have a symbolic meaning to them, but this meaning is rarely the same for all organizational participants. In other words, being seen wearing a tie in the office may have one meaning for a particular student whom we have contact with but may have an entirely different meaning for another student. One student may see a tie as signifying the professionalism of an administrator and confer a certain amount of trust in that administrator. However, another student might see the tie as a symbol of authority or as a symbol of higher status attainment. For this student, the tie might create an atmosphere where open communication is difficult. Therefore, an important aspect of administrative work is to be aware of the different perceptions other organizational members may have of various actions.

Actions to take:

* *Recognize that people function as symbolic processors who create meaning out of their experiences.*
* *Keep in mind that actions usually have different meanings for different organizational members.*
* *Use symbolism to help carry out administrative responsibilities.*

Come to Terms with Institutional Values and Beliefs

The values and beliefs embodied by an institution are complex and reflect numerous socio-cultural forces. Individual values and beliefs about religion, politics, or even attitudes toward family and leisure are not left at home, but these orientations are brought to the institution by each member. The combination of all these values and beliefs forms the basis for acceptable behavior at the specific institution. The orientations of faculty working at a religiously affiliated institution may be quite different from those of the faculty at a comprehensive state university (Clark, 1987). The point is not that one set of values is better than the other or that one belief is more accurate than another; rather, the orientations members bring to these institutions serve to shape the school by affecting the way all organizational members act.

While each individuals' values and beliefs shape the organizational culture, the opposite is also true: the structures embodied by the institution shape the behavior of organizational members. A faculty member may value quality teaching, yet the institution may have policies or structures that favor research and devalue teaching. Administrators as well as faculty leaders need to recognize and understand both the values brought to the organization as well as those encouraged by institutional forces.

Actions to take:

* *Learn about the subtleties and informalities of campus life by observing people in a variety of interactional settings, such as a campus pub or a department mailroom.*
* *Find out what campus issues people get most excited about by listening intently to their conversations and by reading campus publications.*
* *Focus on the underlying values and beliefs reflected by student and employee problems and/or complaints.*

Recognize the Variety of Institutional Subcultures

While institutions exhibit a common core of values and beliefs, academic leaders also need to understand that significant differences exist among subcultures. Most professionals who study academic culture agree that three predominant subcultures exist within all higher education institutions: students, faculty, and administrators. We offer a fourth--support staff. By support staff we refer to those employees, such as secretaries, maintenance personnel, and food service workers, who perform important tasks that support the teaching and research functions of the institution.

Differences may exist not only between but also within these four groups as well. For instance, the experiences, values, and beliefs of students involved in intercollegiate athletics may

differ dramatically from students actively involved in political causes. Likewise, faculty do not exist as a monolith and may also demonstrate differences based on their discipline (Becher, 1981), length of service, or academic rank. Administrators attuned to differences will be better equipped for decision making, especially when their decisions impact upon the various groups differently.

Differences are also apparent among cultural groups based on core identities such as religious affiliation, disability, race, class, gender, or sexual orientation (Altbach & Lomotey, 1991). The experiences of lesbian or gay students and faculty on a conservative campus may be vastly dissimilar to those of heterosexual persons. African-American students and faculty will face different problems and have different concerns from their white counterparts (Chesler & Crowfoot, 1989).

A priority for administrators is to recognize the significance of these differences in developing policies that enhance the overall academic community. Administrators need to discuss issues and become closely acquainted with the various campus subcultures since they are essential to enhancing a diverse academic community. In this regard, reaching out to diverse groups is key if administrators want them to feel welcomed as participants within the academic community.

Actions to take:

* *Attend events sponsored by campus subcultures such as*

celebrations of various racial and/or ethnic groups.

* *Visit the offices and meet the staff of programs for underrepresented groups.*
* *Meet periodically with representatives from the various institutional subcultures.*

PRINCIPLE 2 -- LEADERSHIP IN AN ACADEMIC CULTURE REQUIRES PUTTING PEOPLE FIRST.

In learning an organization's culture, it is important to understand the significance of social interaction and the role that people play in both shaping and in being shaped by the organizational culture (Bensimon & Neumann, 1992; Tierney, 1988). This involves taking time to understand others' perspectives, investing in people, making sure that intended messages get sent, and encouraging diverse backgrounds and opinions.

Understand the Experiences of Others

Participating in organizations provides members with numerous opportunities to interpret, to understand, and, in essence, to create meaning. While understanding a culture provides a basis for interpreting actions and the creation of organizational meaning, administrators must recognize that not all organizational members comprehend events or activities in the same manner. This means that administrators must comprehend the significance of organizational activity through the eyes of other participants. Hence, getting involved at different levels of the organization and in different organizational settings becomes an important aspect of understanding others' perceptions. The perceptions of people we supervise often differ from those of our own supervisors. Likewise, the perceptions of staff working in

the Equal Opportunity Program may differ significantly from staff in the Career Development and Placement Office. Regardless of one's position in the organization, spending time with others in different areas and at different levels will help to understand diverse organizational perspectives.

Diverse perspectives may also be tied to one's status as a member of an underrepresented group. Therefore, administrators need to understand the needs of various institutional groups and the consequences that institutional policies have to them.

Actions to take:

* *Participate in a range of activities beyond one's typical daily schedule, such as eating lunch in the student union or taking a coffee break at the campus women's center.*
* *Talk to different groups of people, especially those groups one is unlikely to come in contact with during a routine day.*
* *Listen to people discuss the experiences of other organizational contacts and colleagues.*

Invest in People

Effective leadership of academic cultures requires treating people as the primary organizational resource. As a valued resource, people should be provided a high level of attention and

care. Given the rush of daily activity, we often feel that we lack the time to interact with one another in anything other than the most formalized activities. We suggest turning this around. Effective administrators and academic leaders need to make the time and effort to be nurturing. When individuals struggle or fail to live up to the expectations of colleagues or supervisors, they may become more productive if they are offered assistance and/or additional training. Junior faculty who exhibit difficulty in balancing teaching and research workloads may need time management training or perhaps practical advice about getting published. A department secretary who is unable to keep up with typing demands may need additional training on the latest word processing packages. By providing support administrators demonstrate that people matter.

Putting people first means acting on the basis of trust and a belief that people desire to succeed. While this may not always be true, we believe it is better to err on the side of a positive view of employees rather than adopt a critical and un-nurturing stance; a supportive posture is more likely to achieve positive results.

Actions to take:

* *Adopt a nurturing and caring attitude. Demonstrate to others the belief that "we are all in this together."*
* *Believe that other organizational participants have integrity and desire to perform their*

responsibilities to the best of their abilities.

* *Demonstrate trust in a clear and forthright manner. Trust should be more than a tool to increase productivity.*

Make Sure to Send the "Right" Message

By the "right" message we mean the intended message based on a thoughtful analysis of cultural strategies. Because actions have a symbolic content to them and are sometimes interpreted differently by other organizational members, effective administrators need to ensure that they send their intended messages. What messages do administrators want other organizational members to receive if they truly invest in people? This question is probably easier to answer by discussing the wrong messages. For instance, an administrator who cancels a meeting at the last minute because a more important or more pressing issue demands attention sends a disappointing message to the employee or student whose time is wasted. Tardiness and cancellations, although certainly unavoidable at times, are examples of behaviors that place people second to other institutional concerns and send clear messages that some people or groups are more important than others. Administrators need to be attentive to the needs and concerns of all members of the institution regardless of their status in the organizational hierarchy.

In the difficult times of the 1990s, where budgets seem to

be cut on a yearly basis, people watch keenly for cues about institutional priorities. When the president says times are tough and tells her lieutenants that none of them, including herself, will get a pay raise this year while lower salaried employees will receive a minor raise, a message is sent; when a department chair says to his faculty that times are tough, and they discover new file cabinets in his office, another message is received. Our point here is that often there may not be any intentional insensitivity or wrong-doing on the communicator's part, but in the eyes of others, our behavior may be seen in a different and less positive light.

Actions to take:

* *Be continually reminded that people are the number one priority.*
* *Be on the look out for other organizational members who do not put people first, and remind them of what should be the organizational priorities.*
* *Make sure communications are clear and interpreted in the desired manner; this means talking to others and asking them for their thoughts on an informal and formal basis.*

Encourage Diverse Backgrounds and Opinions

Encouraging diversity is important enough that we have

included it as one of the eight essential principles (Principle 5). Therefore, we make only brief reference to it here. Involving everyone in organizational decision making means opening doors to members of underrepresented groups. This not only implies including members of the academic community where they have previously been excluded, but also hiring and retaining members of groups who are underrepresented in academe. Such actions will encourage diverse views and expand the richness of the organizational culture.

Actions to take:

* *Recruit and select qualified people from a range of cultural backgrounds.*
* *Ensure that committee composition is diverse.*
* *Seek feedback from diverse campus groups about important institutional policies and decisions.*
* *Once someone is recruited, ensure that adequate efforts are made to retain the person.*

PRINCIPLE 3 -- LEADERSHIP IN AN ACADEMIC CULTURE REQUIRES CONNECTING PEOPLE.

Since academic cultures envelop a variety of diverse groups or subcultures (Kuh & Whitt, 1988), administrators should include as many of them as possible within the overall decision-making process. These subcultures contain a wide range of views that can offer alternative perspectives. But to allow for these perspectives to be heard, administrators must work toward bridging the gaps between students and faculty, academics and administrators, support staff and the rest of the academic community, as well as other diverse campus groups.

Build Bridges Between Students and Faculty

Students and faculty frequently exist in different spheres, with the classroom their only common space. Unfortunately, authoritarian classroom climates limit open communication and cooperation between faculty and students. Effective academic cultures need to provide alternative settings where student involvement with faculty becomes more cooperative and collaborative.

Creating a collaborative culture means recruiting students to participate equally in governing the institution, possibly by inviting them to serve on campus committees. Or there could be incentives for faculty to lead discussions in residence halls or

participate in residence hall programs such as field trips or dinners. Likewise, programs in which faculty invite classes to their homes for a potluck dinner can have similar leveling effects. At the same time, however, academic leaders need to stress that faculty participate in activities that they feel comfortable with. To ask a non-sports enthusiast to participate in a residence hall athletic event is unfair and will all but certainly fail.

The point is that academic leaders need to develop an environment in which students see faculty as human beings with multifaceted identities; this decreases the distance between students and faculty and collapses the organizational hierarchy.

Actions to take:

* *Encourage student participation in institutional decision making.*
* *Develop programs that involve students and faculty in informal settings.*
* *Promote faculty and administrator participation in student settings such as residence halls.*

Bridge Academic Work and Administration

In times past, faculty were actively involved in the management of colleges, and the separation between administrators and professors was virtually nonexistent. However, times have

changed, and universities need full-time administrators with experience and expertise in institutional operations. As a result, the administrative sphere and the academic sphere have become divorced from each other. The geography of many campuses mark this division: Typically administrators have their section, usually in the most visually impressive building on campus, and faculty have theirs. The all too frequent result of this institutional chasm is alienation and misunderstanding and an "us" versus "them" mentality.

Bridging the gap between academic and administrative subcultures needs to be a high priority in developing an effective academic culture. Although complex, building such a bridge means involving the "managers" more in the academic process while at the same time respecting the relative expertise of each.

An academic institution is poorly served when some of its most important members are exempted from involvement in the teaching and learning enterprise. Administrators should be encouraged to teach courses they are qualified to teach. Institutions can send a strong positive message when senior administrators or leaders of research units get involved in the classroom experience. Likewise, faculty should assume more of the administrative work, perhaps by becoming more involved in the budgeting and planning aspects of institutional management. They can also increase their administrative role by serving on committees or teams for specific management projects. Committee

work, however, needs to do more than generate a report that winds up collecting dust on someone's bookshelf. Committees should be given the authority to introduce institutional change instead of merely passing on their suggestions.

Actions to take:

* *Involve administrators more in the academic process by encouraging them to teach a course.*
* *Adopt strategies whereby faculty can take greater responsibility for meaningful management tasks.*
* *Promote activities that involve faculty/administrator interaction.*

Involve Support Staff

As we previously noted, college and university communities are often thought of as three distinct groups--students, faculty, and administrators. Few discussions of academic communities include the person sorting mail in the campus mailroom or the custodian cleaning the residence hall restrooms. Viewing an academic institution as a culture means seeing everyone, including support staff, as part of the organization.

Support staff such as residence hall custodians and secretaries are involved in key organizational processes; their work is crucial to the operation of the institution. However, academic leaders frequently fail to acknowledge the important

contributions of support staff. Administrators need to recognize this fact and make sure support staff are rewarded properly. This may mean involving them more in the decision-making process or at least getting feedback from them regarding institutional issues that pertain to their work area. For example, in these times of financial exigency, administrators could meet with custodians to ask them for input on how maintenance expenses might be reduced. Support staff may have important insights into increasing efficiency and reducing waste.

The point here is that organizational cultures revolve around dialogue. Academic leaders need to continually ask themselves how can they create dialogues that bring them closer to the realities and experiences of different people?

Actions to take:

* *Recognize support staff for their important contribution.*
* *Communicate with support staff and understand what their job entails.*
* *Listen to support staff, and seek feedback about campus concerns.*

Build Bridges Between Cultural Groups

Today's academic communities represent a multitude of diverse cultural groups holding different values and beliefs and bringing a variety of views to academic institutions. Academic

leaders should not work to eliminate discord or squelch differences; instead, their goal should be to bring these diverse groups into dialogue where they can better understand and communicate with each other. In this light, difference is embraced and encouraged rather than disregarded and belittled.

Frequently in higher education we use words like "community," "consensus," and "team" to portray an attitude of agreement among organizational participants. From a cultural perspective, agreement may not be the end goal since it may mask the importance of cultural differences. Encouraging difference means there will be difficult dialogues at times, at least if the organizational culture is open to difference. In trying times, we need the best ideas people have to offer--not mind-numbing conformity.

Actions to take:

* *Seek out opposing viewpoints and opinions.*
* *Develop open forums that discuss important issues, and invite cultural groups to participate.*
* *Treat difference and disagreement as a positive force that promotes an exchange of ideas and not as a disruptive force.*

PRINCIPLE 4 -- INTRODUCING INNOVATION AND CHANGE INVOLVES CHANGING VALUES AND BELIEFS.

Earlier we alluded to the problems of a new academic vice-president who had difficulties understanding why initiatives to incorporate multiculturalism into the curriculum had not taken root. What this administrator perhaps did not realize is that curricular change issues are embedded in organizational members' values and beliefs. When we view academic institutions as cultures, we must see change as a process that seeks to redefine the organizational culture in some way (Cuban, 1990; Greenfield, 1973; Rossman, Corbett, & Firestone, 1988; Schwartz & Davis, 1981). In this regard, there are four significant points to keep in mind: recognize the values and beliefs affected by possible change, understand the power of "the norm," make change a group effort, and develop a change-oriented organizational culture.

Recognize Values and Beliefs Affected by Change

In attempting to initiate organizational change, administrators should determine the values and beliefs that pose a threat to innovation. This involves recognizing why ongoing organizational structures or patterns have endured and what individuals or groups benefit by supporting these existing structures. Often times, the most obvious reason for the continuing survival of an institutional practice is not

necessarily the driving force behind it. Instead, lesser known values and beliefs related to an institutional practice may be helping to maintain its longevity. For instance, the director of a campus support office sought to expedite staff meetings by only discussing agenda items received from her staff at least one day in advance. In her mind, the meetings were inefficient because staff would frequently get off the subject and waste important time. This director obviously valued efficiency, but in her efforts to improve departmental operations, she failed to comprehend another important value at work. For her staff, the meetings were more than opportunities to cover business; just as importantly they were opportunities for personal sharing.

By the same token, administrators should seek to understand <u>how</u> organizational members discuss both policies or processes under question as well as prospective changes. If members of the academic community believe that proposed changes are ridiculous because the changes violate their traditional notions of college life, then administrators would be wise to consider alternative strategies for convincing these people of the need for change.

Actions to take:

* *Identify relevant values and beliefs.*
* *Evaluate why ongoing cultural patterns persist.*
* *Know what people think about proposed changes by discussing the changes with them.*

Understand the Power of "the Norm"

Essentially, norms are the expected and typical ways of doing things. We rarely think of norms--at least not until someone violates one--since they are so ingrained in our behavior. Take, for instance, United States' cultural norms about personal space. When we speak to a close acquaintance, we may stand much closer to them than we would to a supervisor or teacher. When we carry on a conversation with someone who transgresses our notion of appropriate personal space, we get uncomfortable. The same thing happens when we or perhaps someone else violates institutional norms.

When administrators introduce changes that go against traditional patterns, organizational members may become uncomfortable and, in the end, go about business as they always have. Prescribed change--especially change that challenges deeply embedded norms--will be difficult to enact without organizational members' support. Imagine how faculty would feel if a department head decided that she would have to approve all textbook choices. Or imagine the reaction of a campus if the president decided to cancel the annual homecoming parade. Administrators need to be aware of institutional norms just as they acknowledge firmly held values and beliefs. The process of introducing organizational change should therefore involve the individuals and groups most affected--those whose values, beliefs, and norms will come into direct contact with the change.

Actions to take:

* *Identify relevant institutional norms.*
* *Evaluate why current norms have endured.*
* *Discuss with organizational members the significance of norms that may be affected by change.*

Make Change a Group Effort

Without the involvement of those most affected, change becomes merely a superficial, "on paper" alteration that may not be evident in organizational practices. To involve organizational members in change strategies requires a number of crucial steps. The first step we have already discussed: identify those who will be affected by the proposed changes. Since this is such a crucial step, administrators may be wise to involve a number of organizational members in this discovery process. Second, bring those affected together as a group and discuss the reasons why the campus needs change and how they can be of assistance. The key here is open and frank communication.

The third step asks this newly formed group to participate in the actual decision-making process. Simply saying that input was solicited is not enough--groups should feel empowered to have an impact upon organizational change. This step is necessary if an administrator is to gain the strength of conviction required to change deeply held organizational beliefs. A fourth and final step asks organizational members to remain involved for an

ongoing evaluation of the institutional change. Organizational members who have evaluation roles and who have played a key part in decision making are more likely to act as idea champions in the ongoing struggle to change cultural patterns.

Actions to take:

* *Identify those organizational members who will be most affected by change.*
* *Involve these same people in change strategies and decision making.*
* *Involve them in ongoing evaluation.*

Develop a Change-Oriented Culture

A long-term goal of academic administrators should be to promote an organizational culture in which institutional change is the norm. This means introducing policies and practices where ongoing and continuous evaluation, feedback, and innovation are part of every organizational members' responsibilities.

One way of developing a change-oriented culture is to establish working groups whose purpose is to evaluate organizational effectiveness and to continually seek improvement. Ideally, teams composed of five to seven people should be established for all facets of organizational operations. Each team should be assigned a specific organizational problem or process. The group's composition should include people involved

with the specific issues under question.

Actions to take:

* *Encourage organizational participants to see ongoing change and innovation as the norm.*
* *Introduce organizational practices that involve ongoing evaluation and feedback loops.*
* *Establish working teams whose purpose is to evaluate organizational effectiveness and to continually seek improvement.*

PRINCIPLE 5 -- BUILDING STRONG ACADEMIC CULTURES REQUIRES ENHANCING DIVERSITY.

Diverse academic communities exhibit a greater range of experience and thus offer organizational members a larger array of learning opportunities. To create a diverse institutional culture, we not only need to tolerate diversity, but we also need to respect and honor cultural differences (Evans & Walls, 1991; Tierney, 1992, in press; Tierney & Rhoads, in press b). We recommend four strategies that administrators should consider in promoting diverse communities: encourage organizations to honor cultural differences, promote a democratic ethos, create opportunities for dialogue, and involve diverse groups in decision making.

Organizational culture is a complex fabric that connects people in differing degrees and in different ways. The goal of administrators and academic leaders is not to bring everyone into the same netting but to understand the various connections organizational members have with one another and to ensure that everyone feels in some way that they belong.

Encourage Organizations to Honor Cultural Differences

An effective academic culture is one where difference is honored. This means treating the rich diversity of culture in a sensitive, caring, and supportive manner. Administrators need to

do more than merely discuss cultural diversity--they must exhibit their support for diversity by participating in cultural activities. Attending cultural events and visiting campus departments and offices involved in minority issues are some ways administrators may visibly demonstrate their support. Learning about diverse groups may be accomplished not only by attending formal cultural events but also by dropping by informal gatherings as well.

What we are suggesting here is more than a symbolic gesture. Administrators need to be seen as sincere in their desire to understand and honor difference. Academic institutions are learning environments first and foremost, and administrators need to be seen as active members in the learning process.

Actions to take:

* *Attend formal and informal cultural events and activities.*
* *Make sincere efforts to learn about others.*
* *Recognize academic cultures as learning environments where people in positions of power and authority need to be seen as learners and as listeners.*

Promote a Democratic Ethos

Honoring cultural differences is grounded on a fundamental aspect of American society--that everyone regardless of age, disability, ethnicity, race, gender, or sexual orientation has

the right and the opportunity to participate in the democratic process. This principle suggests that administrators convey the message that every member of the academic community has a legitimate place and voice within that community.

In practical terms, this message may be expressed in a variety of ways. Administrators need to respond quickly to instances of prejudice and discrimination. When a member of the academic community publicly expresses a personal prejudice against a specific group, perhaps in a letter to the student newspaper, students, administrators, and faculty need to speak out. By quickly responding to bigotry, they can stress that the institution values cultural differences.

Actions to take:

* *Recognize the democratic process as a fundamental component of American institutions.*
* *Recognize that all organizational members should have a voice within the academic community.*
* *Respond immediately to instances where members of the academic community have been denied opportunity or have been discriminated against.*

Create Opportunities for Dialogue

Administrators need to establish opportunities for dialogue if they are to honor difference and promote democracy. Diversity

in academic cultures inevitably produces differences and disagreements. Although disagreements may be uncomfortable, they need not be negative. Instead, they can serve as opportunities for growth and learning through open discussion. To make way for such learning, administrators need to foster opportunities where diverse groups and individuals can be brought together and speak freely. But how does an academic leader ensure that such discussions produce greater toleration as opposed to increased intolerance? This can never be guaranteed but administrators can incorporate skilled facilitators to serve as moderators. Learning sometimes involves confronting our innermost fears, and dialogues among diverse groups can serve to bring these fears to the forefront.

Bringing diverse groups into dialogue may be accomplished in a variety of ways: make sure that committees represent the cultural diversity of the campus, plan lecture series on a variety of cultural issues, or have open discussions about diversity issues.

Actions to take:

* *Treat disagreements as learning opportunities.*
* *Ensure diverse groups are represented on campus committees.*
* *Plan educational events where diverse cultural issues will be discussed.*

Involve Diverse Groups in Decision Making

Effective administrators should ensure not only that a variety of voices are heard, but that these voices also affect organizational decision making. Underrepresented groups need to be in positions where they have the opportunity to contribute and shape organizational culture. Hiring and recruitment, staff placement, committee selection, and open forums all function as ways to draw underrepresented groups into the decision making process.

Actions to take:

* *Recruit and hire qualified members from underrepresented groups.*
* *Involve individuals from underrepresented groups on key campus committees.*
* *Develop open forums where input from underrepresented groups may be sought.*

PRINCIPLE 6 -- EFFECTIVE SOCIALIZATION INVOLVES LINKING NEW MEMBERS TO INSTITUTIONAL CHANGE AND COMMITMENT.

A president of a small liberal arts college is concerned with the high transfer rates of minority students compared to non-minority students. She wants to change the institutional culture so that minority students feel welcome and integral to the academic community. Perhaps what she has failed to realize is that the way faculty and staff have been recruited, hired, and rewarded has not been with the concerns of a multicultural campus in mind. For example, last fall the sociology department hired two top-notch sociologists, but neither had a background or an interest in the unique concerns of people of color. Additionally, when the promotion and tenure committee met with the president, no mention was made of considering a faculty member's efforts to improve the institution's ability to retain minority students. The values institutions seek in recruiting new organizational members and the values embodied in reward systems such as tenure and promotion reveal the orientation of the institution. Since organizational change involves changing values, then change must be reflected in the recruitment and reward processes. These processes together entail what we mean by socialization.

If an institution wants to improve its physics department, then it hires talented physicists and offers rewards for exceptional performance. Likewise, if an institution desires to enhance its climate for people of color, then it hires and rewards faculty and staff committed to such an enterprise.

To link the recruitment and reward processes to organizational change and commitment we suggest that administrators and academic leaders attend to organizational change through staff selection, training, and development, reexamine and redefine reward structures, and designate organizational mentors.

Attend to Organizational Change through Staff Recruitment

For change to take root in the organizational culture, it must be reflected in the selection of new staff. New organizational members should possess the skills and qualities needed for the organization to achieve desired change. Therefore, administrators should evaluate the past professional records of prospective employees in light of the changes the organization is trying to instill in the academic culture.

For instance, if one of the primary concerns of a college or university is enhancing the campus climate for Latino students, then this concern must be reflected in the hiring of new staff. We do not advocate hiring only Latino faculty or student affairs staff, but we do believe that whoever is hired should demonstrate

knowledge of the culture and language as well as attitudes and behaviors that will contribute positively to the climate for Latino students.

Actions to take:

* *Recognize that staff selection is a major lever for organizational change and direction.*
* *Evaluate the prior records of candidates in light of desired organizational direction.*
* *Select individuals who will contribute to desired directions.*

Attend to Organizational Change through Staff Training and Development

Just as staff selection reflects an institution's commitment to its goals, so does staff training and development. The behaviors that are rewarded by institutional incentives will influence institutional direction. Even the topics that are stressed by development programs reveal the values and orientations of the organization. If an engineering school wants to improve the environment for women but fails to offer faculty and staff development programs related to women's issues, then it is likely that change will not take root.

Staff development programs are indicators of institutional commitment and are one of the best opportunities administrators

have to shape the academic culture. Therefore, administrators and academic leaders need to ensure that staff development programs make important contributions to enhancing the careers of faculty and staff. We suggest that academic leaders spend time and thought on devising creative programs. One way to go about this task is to form a team to identify key issues and to generate ideas for development programs.

Examples of successful staff development programs might include using local scholars or experts to address important topics or even organizing a staff retreat where pertinent issues may be addressed in a more relaxed atmosphere.

Actions to take:

* *Recognize staff development as a lever in shaping organizational change and direction.*
* *Create staff development programs related to desired organizational changes.*
* *Involve teams in developing and implementing staff development programs.*

Reexamine and Redefine Reward Structures

Administrators and academic leaders should reexamine campus reward structures to find ways to more clearly link them with institutional directives. People enact those behaviors that get rewarded. If one goal of a college or university is to improve

classroom instruction but it fails to adopt tenure and promotion strategies that reflect these values, in all likelihood classroom instruction will not change. Similarly, if an administrator wants to improve staff relations with students, then reward systems need to be coupled with such behaviors.

Rewards, however, need not be thought of only in financial terms, especially in these times of financial exigency. Creative rewards may better serve the organization's needs. Institutions can offer more flexible teaching or work hours, professional development opportunities, or even the chance to restructure one's position. For example, a residence hall director needs to ask her staff to take on extra hours over the Halloween weekend in case some students get out of hand. Since she has no funds to reward her staff for the extra duty, she plans an evening dinner party in her apartment to thank her staff for their extra help.

Likewise, if the academic vice-president and the vice-president for student affairs at a small liberal arts college want administrators to teach a course each semester, they need to devise incentives for administrators to do so. They might include teaching as part of promotion considerations while at the same time allowing for release time to prepare for and teach the class.

Actions to take:

* *Recognize that behaviors which get rewarded typically get enacted.*

* *Couple rewards with desired behaviors.*
* *Adopt creative strategies for enhancing rewards structures.*

Designate Organizational Mentors

Frequently new people are brought into organizations with the assumption that they have the skills, knowledge, and ability to succeed on their own. This is a dangerous assumption. Academic institutions exist as unique organizational cultures, and what it takes to succeed in one environment may not be the same as another. Administrators should provide experienced and qualified people to act as cultural guides for new members. Senior faculty may be extremely helpful as mentors for their junior colleagues. Likewise, experienced secretaries may prove a valuable resource for the newest addition to the office.

Mentors serve two fundamental roles: they can provide new hires the cultural knowledge needed to succeed in the organization, and second, their selection can stand as a reward for being respected and trusted within the organization.

Actions to take:

* *Recognize the uniqueness of organizational culture and the need to pass cultural knowledge on to new members.*
* *Recruit experienced staff ("tribal elders") in the mentoring process.*

* *Treat the selection of mentors as an esteemed honor.*

PRINCIPLE 7 -- UNDERSTANDING ORGANIZATIONS AS CULTURES MEANS VIEWING THEM BEYOND THEIR PHYSICAL BOUNDARIES.

Academic institutions exist not as a single social unit but as a conglomeration of loosely connected parts. Many of these components, such as research units or academic departments, also have strong relationships with outside organizations. In this regard, academic institutions are said to exist as an open system where boundaries are difficult to identify (Birnbaum, 1988). Because of the relationships to outside organizations, such as funding and accreditation agencies, academic leaders need to look beyond the traditional organizational boundaries in order to fully understand the significance of organizational culture (Clark, 1987). Three strategies can help: understanding national and global trends which shape attitudes and beliefs, understanding regional differences, and understanding key institutional relationships with outside organizations.

Understand National and Global Trends

Administrators and academic leaders need to understand the shaping power of national and global forces. For instance, to observe student unrest at other institutions but reject any notion of student dissatisfaction at one's own institution is

foolhardy. Likewise, to disassociate Black oppression in South Africa with a college or university's financial investments in South Africa is insensitive at the very least. To understand the problems that lesbian and gay students and staff face means that we need to understand the challenges they undergo on a daily basis both on and off campus. To build an inclusive academic environment for the physically challenged suggests that we must first come to terms with the realities of the situations faced by these persons in the larger society.

An institution devoted to the life of the mind and engaged with real world problems understands and internalizes the problems of society at large. On a broad level it means that students become vitally concerned with issues such as oppression in South Africa; on a more local level it means that painful events such as the violence in Los Angeles surrounding the Rodney King verdict necessitate that institutions become more involved in their communities.

Actions to take:

* *Understand and get involved in the needs of the local community and region.*
* *Listen and learn about the issues that students, faculty, and staff discuss and get excited about.*
* *Encourage student and staff involvement in national and global issues and concerns.*
* *Make efforts to understand the problems society and*

institutions pose to diverse constituencies.

* *Develop forums to discuss national issues and relate the discussion to how to create change at the institution.*

Understand Regional Differences

Every college or university exists within certain geographic parameters such as a specific state or county, and its locale may be described as rural, urban, or suburban. Effective academic leaders need to be aware of local distinctiveness since location often dictates the various constituencies served by the institution.

For instance, an institution situated in the rural farm country of Pennsylvania will have significantly different regional influences than a similar-sized institution situated in New York City. Geographic differences and their impact upon organizational members need to be understood in order to fully grasp the organizational culture. One institution may be pressured to help industry develop in a fading mill town while another may be asked to help with educational reform in the inner city. The different issues faced by colleges based on regional characteristics must be clearly understood by administrators if they are to effectively lead the institution.

On a curricular level, to understand regional differences means that students and faculty learn about their community in a manner that we suggest people learn about the college--by

becoming engaged with area people. On a symbolic level, it means that administrators can send messages about their priorities by becoming involved in different settings. A message is sent when a president participates in the local chamber of commerce. But a different message is sent when a president spends one Saturday a month in a soup kitchen helping prepare meals for the homeless.

Actions to take:

* *Recognize the various regional constituencies served by the institution.*
* *Spend time getting to know the local community.*
* *Get involved in the problems of the local community by working with the homeless or working at clothing or food banks or other such services.*
* *Demonstrate a sincere interest in local and regional issues.*

Understand Key Institutional Relationships

All academic institutions have important relationships with external organizations: other colleges or universities, state governing bodies, accreditation boards, or foundations. Individual members also have outside affiliations that can shape their behavior and values. Effective administrators must be aware of those outside relationships and how they influence the values and behaviors of organizational members. It can be

demeaning when affiliates get called upon only when the university wants something. If we believe people are important--including those externally related to our organization--then we include them in any number of activities and seek their advice not only when we desire but also whenever crucial issues of concern to them arise.

As an example, an academic vice-president who fails to understand the influence of the academic discipline upon the nature of professorial work will miss important aspects of faculty socialization. Likewise, an athletic administrator's job may be at great risk if she fails to understand the relationship between the institution and governing boards for collegiate sports.

Actions to take:

* *Recognize the variety of external organizations which have relationships with the institution.*
* *Recognize external forces which may effect organizational members' behaviors.*
* *Take steps to involve external leaders in solving institutional problems.*

PRINCIPLE 8 -- LEADERSHIP IN AN ACADEMIC CULTURE INVOLVES PRACTICING EFFECTIVE CULTURAL STRATEGIES.

Broadly speaking, this entire guidebook addresses the issue of cultural strategies. However, because effective academic leadership is so important, we offer the following more specific suggestions for leading academic cultures: academic leaders should promote courageous participation within the organization (Tierney, 1992), foster leadership from others, be as accessible and visible as possible, and create effective working teams (Bensimon & Neumann, 1992).

Promote Courageous Participation

The simple phrase "do the right thing," derived largely from the Spike Lee movie with the same title, is often not so simple to enact. It takes courage, and, unfortunately, may have negative consequences for the person struggling to act responsibly. Despite possible negative consequences, academic administrators have an obligation to do the right thing and exhibit courage in confronting issues of institutional injustice.

For example, the administrator who stands up for a gay student who has been verbally harassed on campus may upset some alumni but nonetheless needs to object strongly to this sort of

treatment. Likewise, the academic leader who allows a campus group to bring in an unpopular speaker to discuss hotly contested political issues may be condemned by some, but nonetheless, she needs to affirm others' rights to free speech.

Academic leaders must not sit quietly by while significant numbers of institutional members face discrimination and harassment because of disability, age, race, gender, or sexual orientation. When students cannot attend classes because they are taught in a building that is inaccessible to wheelchairs, then something should be done to ensure equal opportunity. Likewise, when a professor continually makes disparaging remarks about women then action should be taken.

Actions to take:

* *Think about the most serious challenges institutions face.*
* *Recognize that acting courageously sometimes means taking chances or unpopular actions.*
* *Champion issues that challenge discrimination and inequality.*
* *Ensure that people's rights are protected.*

Foster Leadership from Others

Sound leadership involves encouraging others to take chances and to take responsibility for pursuing important projects or issues. Encouraging others to take responsibility means that

academic leaders must sometimes know how to be followers as well as leaders, to relinquish control and to share power. For some, sharing power may be a frightening thought, but the returns may far exceed the risk.

For example, the residence life department may have a serious problem on its hands with vandalism and have resorted to billing all students equally for the damages. Several students have presented an alternative approach proposing that educational hall programs run by students will reduce the vandalism. Implementing the students' strategy means the director of residence life must share authority with the students and allow others to lead.

Similarly, the sociology department at a liberal arts college has been told that it needs to devise a multicultural curriculum component. The department chair seeks to take the initiative, but his experience and knowledge of multicultural education is limited. However, a new faculty member recently went through a similar process at her previous institution and offers to help out. It is unfortunate that in situations like these academic leaders sometimes become so fearful of what could go wrong that they are unwilling to share their authority.

Actions to take:

* *Recognize that leadership is sometimes situational in that others may have greater expertise in certain areas.*
* *Encourage other organizational participants to step*

forward and use their expertise.

* *Learn to step aside and allow others to take the lead.*
* *Learn to play the role of supportive follower.*

Be Accessible and Visible

Earlier we discussed the significance of symbolism--being visible and accessible symbolizes that an academic leader cares. Administrators cannot merely rely on their belief that they are accessible or visible; the perception of other organizational members matters--do others believe academic leaders and administrators to be accessible?

Effective administrators need to be seen around campus. There are a number of practical and symbolic steps administrators may take to be visible. For instance, walking around the campus or around various departments may achieve a degree of visibility. Also, attending major social and cultural events on campus will provide visibility. Because demands on their time are often excessive, academic leaders should choose their events wisely.

There are also a number of steps administrators may take to be accessible. For example, an administrator may go to various offices and introduce herself to other staff. Or she could consider having open office hours and inviting other departments or students to attend. Or in the case of a student affairs administrator, presenting a program in a residence hall will help make one accessible, and it will show concern for students and

their needs. Again, academic leaders should bear in mind that the perception of others matters a great deal and that their perceptions may not always match your own. The point is not to develop the talents for "appearing" visible or accessible, but instead, the concern is to be visible and accessible.

Actions to take:

* *Recognize that others' perceptions of your visibility and accessibility may differ from your own.*
* *Walk around the campus or go to various departments or offices--let others know you are available.*
* *Pick campus events where visibility may be maximized.*

Create Working Teams

Another important facet of effective leadership is to involve organizational members in team endeavors. Working in teams brings people closer together as well as providing professional support. Teams can be created to deal with specific issues or problems.

There are two points to keep in mind in promoting teams. First, administrators or academic leaders should ensure that team members connect with one another by encouraging openness, vulnerability, and self-disclosure (Bensimon & Neumann, 1992). For instance, a vice-president for student affairs wants to organize a team of department directors to examine the state of

the student affairs program. To help encourage the group's cohesiveness, she invites the members to her house for an informal get-together where issues can be discussed and participants can get to know each other on both a personal and professional level.

The second value of promoting academic teams rests on collaboration. Encouraging people to think beyond their individual responsibilities encourages collaboration. If the vice-president of student affairs in the preceding example does not take steps to get people to deal with issues beyond their own area, little thought may be expended on how to help the division as a whole. The vice-president must clearly state that the project is a group responsibility and that they must work together by sharing ideas and potential solutions or strategies. Team members need to be encouraged to continually think about their relationship to others and in turn discuss issues with others in an open manner.

Actions to take:

* *Recognize the positive aspects of team work.*
* *Help team members to connect with one another by providing social settings where interaction can occur.*
* *Emphasize team goals over individual responsibilities.*
* *Encourage sharing, and concern for others.*

SUMMARY CHART

OF EIGHT PRINCIPLES AND RELATED STRATEGIES

PRINCIPLE 1:

Every college or university represents a unique organizational culture.

* Be aware of institutional history
* Be aware of institutional traditions
* Comprehend the significance of symbolic meaning
* Come to terms with institutional values and beliefs
* Recognize the variety of institutional subcultures

PRINCIPLE 2:

Leadership in an academic culture requires putting people first.

* Understand the experiences of others
* Invest in people
* Make sure to send the "right" message
* Encourage diverse backgrounds and opinions

PRINCIPLE 3:

Leadership in an academic culture requires connecting people.

* Build bridges between students faculty
* Bridge academic work and administration
* Involve support staff
* Build bridges between cultural groups

PRINCIPLE 4:

Introducing innovation and change involves changing values and beliefs.

* Recognize values and beliefs affected by change
* Understand the power of "the norm"
* Make change a group effort
* Develop a change-oriented culture

PRINCIPLE 5:

Building strong academic cultures requires enhancing diversity.

* Encourage organizations to honor cultural differences
* Promote a democratic ethos
* Create opportunities for dialogue
* Involve diverse groups in decision making

PRINCIPLE 6:

Effective socialization involves linking new members to institutional change and commitment.

* Attend to organizational change through staff recruitment
* Attend to organizational change through staff development
* Reexamine and redefine reward structures
* Designate organizational mentors

PRINCIPLE 7:

Understanding organizations as cultures means viewing them beyond their physical boundaries.

* Understand national and global trends
* Understand regional differences
* Understand key institutional relationships

PRINCIPLE 8:

Leadership in an academic culture involves practicing effective cultural strategies.

* Promote courageous participation
* Foster leadership from others
* Be accessible and visible
* Create working teams

ORGANIZATIONAL VIGNETTES

In the following four vignettes, we illustrate how the eight principles presented in this guidebook might be employed to deal with specific institutional problems. The vignettes are largely fictional but based on the types of problems we have observed at numerous institutions. Our solutions are not recipes for action since organizational cultures are unique to each institution. In this regard, our suggestions are more strategic than instrumental.

Vignette # 1: Confronting Hostile Campus Climates

During the academic year 1991-1992, Rural College, a small liberal arts college, had an attrition rate of 46% for first-year Native American students. In other words, by the end of their first academic year, nearly half of Native American, first-year students left the institution. During the same period, the attrition rate for Anglo students was only 6%.

The president of Rural College convened a committee composed of administrators and faculty to further investigate the problem. They spoke with a number of faculty and student affairs people and found that Native American students were ill-prepared for the rigors of Rural. The committee also spoke with some Native American students who felt that the campus was insensitive to their needs and generally hostile to them as a group. In the end, the committee recommended that remedial coursework be required of entering Native American students and that recruitment efforts should target only the top Native American high school graduates.

In dealing with the problem of students from underrepresented groups struggling to succeed in academe, often times we perceive the group under question as mismatched with the institution. This puts the illness on the student. We suggest an alternate way of conceiving of the problem: See the institution as the problem. That is, the real problem may be that the institutional climate is hostile to certain cultural

groups. In dealing with the problem of a hostile campus climate, administrators might rely on a number of cultural strategies:

* *Establish a task force with the authority to enact changes in various facets of campus life. Include members of underrepresented groups as well as members of key campus constituencies.*
* *Give the task force a specific charge and time frame, and make it widely known how the recommendations will be handled and when changes will be implemented.*
* *Make public declarations of the institution's commitment to students, faculty, and staff from underrepresented groups. Such declarations ought to occur in a variety of venues and be followed by demonstrable action such as revising the student handbook to include policies for dealing specifically with acts of intolerance.*
* *Develop minority staff recruitment and selection programs in order to provide visible role models for students.*
* *Implement and promote campus activities that demonstrate respect for diverse cultures.*
* *Develop incentives for faculty and staff to become involved in improving the classroom climate and the general campus climate for minority students.*
* *Create a permanent office or committee that has responsibility for monitoring problems of campus intolerance and for promoting campus diversity.*

Vignette # 2: Incorporating Multiculturalism into the Curriculum

In the fall of 1990, the faculty of Champaign State University approved legislation to require a multicultural component in the general education of Champaign undergraduates. The specifics of the legislation required all first-year students to participate in at least one course constructed around the precepts of multicultural education.

The move toward a multicultural curriculum came as a result of pressure by the newly appointed academic vice-president. However, by the spring of 1991 no plans for specific courses had been proposed, and few faculty had given serious thought to creating a multicultural course in their field.

In attempting to enact a multicultural curricular component, the academic vice-president misunderstood the significance and strength of organizational culture. The vice-president did not realize that organizational change involves dealing with values and beliefs--in this case, values and beliefs about what the curriculum should entail. The vice-president also did not realize the strength of campus norms that dictated that research and publishing took precedence over course development.

To adopt curricular ideas related to multiculturalism, a variety of cultural strategies may be used:

* *Recognize the values and beliefs that must be confronted, such as traditional views of liberal learning; devise specific strategies for dealing with such obstacles.*

* *Examine how similar institutions have gone about adopting multicultural education.*
* *Make clear declarations defining multicultural education and why it is important to the institution.*
* *Seek faculty involvement early on in the curricular change process.*
* *Offer rewards and incentives for faculty participation in the process of enacting a multicultural component.*
* *Recruit and select new faculty with a commitment to multicultural education.*
* *Offer rewards and incentives for the development of multicultural courses.*

Vignette # 3: Promoting Greater Programmatic and Institutional Access

The college of engineering at Major Research University (MRU) has been under pressure from funding sources as well as federal and state agencies to increase the participation of women. Currently, only 2% of the students enrolled in engineering are women. The president of MRU has placed the burden on the shoulders of the dean of the college of engineering who is unsure about how to achieve these results. The dean sees the problem as a public school issue: Junior high female students are somehow discouraged from pursuing the "hard" sciences.

The problem here is one of educational access. Such problems frequently are rooted not only in the institutional culture but also in societal problems such as sexism. However, academic institutions cannot divorce themselves from the public schools since they are dependent upon the educational system. In confronting the problem of educational access, we suggest strategies not only for dealing with institutional climate, but also for establishing connections with public schools.

* *Develop programs in conjunction with local and regional school districts that enhance the interests of the target population (female students) in the area under question.*
* *Develop visitation programs with local and regional school districts designed to recruit potential students.*

* *Provide financial incentives wherever possible for economically disadvantaged students from the target population.*
* *Establish a committee or task force to examine the climate of the department, college, or institution as it pertains to the underrepresented group.*
* *Ensure that faculty role models exist for members of underrepresented groups. This may involve recruiting and hiring new faculty from those groups.*
* *Provide faculty development programs that focus on the needs of underrepresented groups.*

Vignette # 4: Bringing Students and Faculty Together

Ever since the founding of Comprehensive State University (CSU) in the mid 1960s, there has been a strict division between academics and student affairs. Consequently, getting faculty and students to interact outside of the classroom has been difficult. The new vice-president for student affairs and academic vice-president have set "increasing faculty and student involvement" as one of their goals for the upcoming academic year.

A residence hall director at Comprehensive State has developed her fall programming calendar with this goal in mind. She identified a number of topics she felt should be addressed and went about recruiting faculty to present programs on these topics. However, she was only able to recruit two faculty members for the fall semester. Additionally, when these two programs were carried out, attendance was very low.

This residence hall director did not recognize the significant shaping power of Comprehensive State's campus culture. Not only are CSU faculty unexcited about evening presentations in the residence halls, but students have exhibited similar reluctance. In essence, the hall director has had to come face to face with a campus culture that is antithetical to one of her primary responsibilities--programming. Her task therefore is to overcome some of the barriers that have kept faculty and students apart and thereby alter the campus culture in some way. We suggest the following as possible solutions:

* *Understand the institutional traditions and histories that have set the stage for current student-faculty relations and develop strategies for confronting these issues.*
* *Ask resident assistants and residence hall students to help develop ideas and faculty contacts--make programming a team effort.*
* *Seek idea champions from among other student affairs offices who may be able to offer support by providing faculty contacts.*
* *Implement programs that require little preparation on the part of faculty, such as participating as merely a discussion moderator.*
* *Develop recreational and/or social functions that faculty will perceive as fun instead of as work, such as a dinner, dance, or perhaps a talent show.*
* *Develop cultural programs that may interest faculty from underrepresented groups, such as a lecture or discussion of important political issues.*
* *Send thank you letters to faculty who participate and make sure copies are sent to department chairs, deans, and vice presidents.*
* *Offer residence hall space for courses, seminars, or lecture series.*

CONCLUSION

The anthropologist Clifford Geertz wrote some years ago that people are essentially suspended in webs of significance that they themselves have spun. These "webs of significance" in essence are the webs of culture and of shared meanings. As Geertz noted, "I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretive one in search of meaning" (1973, p. 5). The leadership style we have discussed in this guidebook is an interpretive process. While we have offered principles for acting in an interpretive fashion, they are not intended as lawlike monoliths but instead should be seen as guidelines that spell possible actions.

Understanding colleges and universities as cultures is a complex yet rich way of viewing academic institutions and hinges on one's ability to interpret the symbolic. For administrators and academic leaders, viewing academic institutions as cultures means going beyond the obvious and commonplace occurrences and looking at the deeper underlying meanings that organizational participants construct. Acting interpretively means asking different kinds of questions. Consider these for example:

* *What meaning does a certain action have for different members of the organization?*
* *What is the underlying significance of certain practices?*
* *How do others perceive academic leaders and their actions?*

* *What values and beliefs do organizational members bring to the institution?*
* *What values and beliefs does the institution reinforce?*
* *How do people conceive of the organization?*

These questions are just a few of many that academic leaders should keep in mind. Here, we have proposed general principles by which administrators may act in leading academic cultures and encourage them to use these guidelines to generate the questions of greatest relevance to their institution.

We have kept a wide spectrum of administrative roles in mind throughout this guidebook because academic leaders, regardless of their specific role, are better equipped when they understand the many facets of organizational operations. The point of viewing organizations as cultures is that every aspect of the institution is woven together in some way. Those administrators who understand the fabric of the institution are in a better position to lead. The director of the career development office at an institution cannot separate herself from the teaching and learning process no more than faculty leaders should dismiss the residential setting as a non-learning environment. Administrators can only benefit in their understanding of their organizations when they recognize that culture forms the ties that bind.

ANNOTATED BIBLIOGRAPHY

The following books, monographs, reports, and articles offer further reading related to viewing organizations as cultures. These works offer additional, and, in some cases, more in-depth discussions of much of what has been presented in this guidebook. We recommend that administrators and academic leaders review some of these works and use them to develop additional insights and questions about leading their own organizational cultures. We have divided this bibliography into six different sections to make access to specific materials easier.

* *Academic culture/subculture research*
* *Building diverse academic communities*
* *Cultural leadership*
* *Organizational change*
* *Organizations as cultures*
* *Theoretical works on culture*

Academic Culture/Subculture Research

Becher, T. (1981). Toward a definition of disciplinary cultures. Studies in Higher Education, 6(2), 109-122.
The author compares and contrasts academic disciplines as cultural phenomena. Based on interviews conducted with 126 academics from England and the United States, Becher uncovers a consistent research theme described as a continuum along which individuals tend to select types of research fitting their personal temperaments.

Becker, H. S. (1972). What do they really learn at college? In K. A. Feldman (Ed.), College and student: Selected readings in the social psychology of higher education (pp. 103-108). New York: Pergamon Press.
In one of the earliest analyses of the cultural experience of college students, Becker highlights how various experiences serve to shape students for future roles. For example, he discusses how the Greek system provides a formal setting for finding a proper marriage partner. He points out how the college experience is a process of acquiring social status within the middle class.

Bergquist, W. H. (1992). The four cultures of the academy. San Francisco: Jossey-bass.

Bergquist describes four fundamental cultures that shape colleges and universities: collegial culture, managerial culture, developmental culture, and negotiating culture. He offers insights into fostering organizational change and innovation.

Clark, B. R. (1970). The distinctive college: Reed, Antioch, and Swarthmore. Chicago: Aldine.

In one of the first research efforts to utilize a cultural framework, Clark examines how three highly regarded, private liberal arts colleges developed their organizational distinctiveness. He uncovers the significance of organizational saga and the role that institutional leaders play.

Clark, B. R. (1987). The academic life. Princeton: The Carnegie Foundation for the Advancement of Teaching.

The author explores the teaching and research functions of the professoriate by focusing on forces that shape the profession. The effects of institutional type and disciplinary affiliation are highlighted.

Clark, B. R., & Trow, M. (1966). The organizational context. In T. M. Newcomb & E. K. Wilson (Eds.), College peer groups (pp. 17-70). Chicago: Aldine.

In an early work related to student culture, Clark and Trow delineate four types of student culture: collegiate, vocational, academic, and nonconformist. These classifications are derived from two intersecting lines signifying a continuum ranging from high to low involvement with ideas and high to low involvement with the institution.

Dill, D. D. (1982). The management of academic culture: Notes on the management of meaning and social integration. Higher Education, 11, 303-320.

The author proposes that an important aspect of managing academic cultures involves the management of symbolic meaning. He elaborates by building on three interrelated phenomena: the role of culture in both business and academic models of management, the characteristics of universities that distinguish them from other organizations, and the decline of academic culture. Key to his discussion is the role of myth, symbol, and ritual.

Freedman, M. (1979). Academic culture and faculty development. Berkeley: Motaigne.

Freedman focuses on the relationship between faculty development and academic culture, described in terms of the social and organizational setting in which faculty exist. He defines faculty development as a heightening of self-awareness, an increase of autonomy, and a broadening of perspective on the world.

Holland, D. C., & Eisenhart, M. A. (1990). Educated in romance: Women, achievement, and college culture. Chicago: University of Chicago Press.

The authors examine how college culture, including peer culture, limits the career aspirations of 24 women at two Southern colleges. Specifically, they identify peer pressure related to dating and the "culture of romance" as significant influences in lowering and restricting career aspirations.

Horowitz, H. L. (1987). Campus life: Undergraduate cultures from the end of the eighteenth century to the present. New York: Alfred A. Knopf.

The author describes how different student subcultures have past through successive generations. Relying upon historical analysis, she identifies three predominant student subcultures: college men, outsiders, and rebels.

Kuh, G. D., & Whitt, E. J. (1988). The invisible tapestry: Culture in American colleges and universities (ASHE-ERIC Higher Education Report No. 1). Washington, DC: Association for the Study of Higher Education.

Kuh and Whitt trace the emergence of cultural frames for viewing organizations and their related application to colleges and universities. They delineate seven threads of college and university culture: historical roots, academic program, personnel core, social environment, artifacts, distinctive themes, and individual actors.

Moffatt, M. (1989). Coming of age in New Jersey: College and American culture. New Brunswick, NJ: Rutgers University Press.

Using anthropological techniques, including participant observation in which the author lived among residence hall students, Moffatt describes the college experiences of Rutgers' undergraduates. The author makes the case that the out-of-class experiences of students are the corner stone of the collegiate experience.

Tierney, W. G. (Ed.). (1990). Assessing academic climates and cultures. New Directions for Institutional Research No. 68. San Francisco: Jossey-Bass.

The editor includes discussions about aspects of

culture and climate as they relate to higher education. Chapters focus on student culture, faculty culture, ethnographic auditing, and campus climate.

Tierney, W. G., & Rhoads, R. A. (in press a). The culture of assessment. In J. Smyth (Ed.), The changing labour process in higher education. London: Open University Press. The authors explore how various discourses associated with assessing academic institutions have taken root. They note the values and underlying assumptions of the assessment process and its power to control faculty and student behavior.

Altbach, P. G., & Lomotey, K. (Ed.). (1991). The racial crisis in American higher education. Albany: State University of New York.

The editors include 14 essays related to racial problems in higher education. A number of issues are covered ranging from demographic trends, to race relations on campus, to increasing student access, to Black faculty in academe Four case studies conducted at Cornell, Columbia, Arizona State, and Stanford are included.

Aisenberg, N., & Harrington, M. (1988). Women of academe: Outsiders in the sacred grove. Amherst: University of Massachusetts Press.

Based on over 60 interviews, the authors examine the problems and experiences of women pursuing careers in academe. The book highlights how traditional norms--where women were predominantly assigned to the private sphere dealing with emotional and relational concerns while men controlled the public sphere dealing with intellectual matters--have served to restrict women's opportunities for professional and scholarly advancement.

Butler, J. E., & Walter, J. C. (Ed.). (1991). Transforming the curriculum: Ethnic studies and women's studies. Albany, NY: State University of New York Press.

This book focuses on issues related to curricular transformation. Traditional notions of the canon are challenged in light of curricular content and theory proposed largely by ethnic studies and women's studies. The editors include chapters ranging from discussions concerning the relationship between ethnic studies and women's studies, to the essentials of pedagogy and theory, to implications for scholarship.

Chesler, M. A., & Crowfoot, J. (1989). Racism in higher education I: An organizational analysis (Working Paper No. 21). Ann Arbor: The University of Michigan, Center for Research on Social Organization.

The authors offer a discussion of race relations and racism and actions taken by colleges and universities to combat such problems. They describe potential organizational change aimed at reducing racism. Their strategies include involving people of color in designing responses to racism, emphasizing the role and visibility of senior administrators, and adopting strategies that balance persuasion and coercion as change approaches.

D'Augelli, A. R. (1989). The development of a helping community for lesbians and gay men: A case study in community psychology. Journal of Community Psychology, 17, 18-29.
D'Augelli examines the processes involved in developing a helping community for lesbians and gay men at a large research university. Key issues are understanding the history of the locale and tapping into community resources, such as utilizing the skills of talented men and women.

Evans, N. J., & Wall, V. A. (Ed.). (1991). Beyond tolerance: Gays, lesbians, and bisexuals on campus. Alexandria, VA: American College Personnel Association.
The editors offer a collection of essays about insights for working with lesbian, gay, and bisexual students. Discussions focus on identity development, homophobia, working with gay and lesbian students of color, and addressing lesbian and gay student issues in residence hall environments.

Hill, P. J. (1991). Multi-culturalism: The crucial philosophical and organizational issues. Change, 23(4), 38-47.
The author discusses the proliferation of diverse cultures throughout American society and the implications for higher education communities. Four

major frameworks for understanding diversity are examined: relativism, perennialism or universalism, hierarchism, and pluralism. Ramifications of these frameworks for colleges and universities are noted.

Loo, C. M., & Rolison, G. (1986). Alienation of ethnic minority students at a predominantly white university. Journal of Higher Education, 57(1), 58-77.
Loo and Rolison examine the extent and nature of alienation and academic satisfaction among ethnic minority students in comparison to white students. They report that alienation among minority students in a predominantly white university is greater than that of white students and that feelings of cultural domination and ethnic isolation are related to alienation.

Olivas, M. A. (Ed.). (1986). Latino college students. New York: Teachers College Press.
This edited volume contains chapters pertaining to the experiences of Latino college students. The chapters focus on three predominant themes: the transition from high school to college, student achievement, and economics and stratification.

Schuster, M., & Van Dyne, S. (1984). Placing women in the liberal arts: Stages of curriculum transformation. Harvard Educational Review, 54(4), 413-428.

The authors discuss the significance of the growing body of knowledge generated by women's studies scholars and how this knowledge may be used to reformulate the liberal arts curriculum. Described are six stages of curriculum change relating to the inclusion of women: absence of women not noted, search for missing women, women as disadvantaged group, women studied on own terms, women as challenge to disciplines, and transformed curriculum.

Tierney, W. G. (1992). Cultural leadership and the search for community. Liberal Education, November/December.

Tierney highlights the diverse nature of today's society and proposes strategies academic leaders might employ in enhancing diversity in postsecondary institutions.

Tierney, W. G. (in press). Building communities of difference: Higher education in the 21st century. Amherst, MA: Bergin & Garvey.

The author offers a series of case studies which highlight the struggle to achieve diverse academic communities. He raises strategic issues that should be considered in enacting a multicultural agenda.

Tierney, W. G., & Rhoads, R. A. (in press b). Enhancing academic communities for lesbian, gay, and bisexual faculty. In J. Gainen & R. Boice (Eds.), Understanding and supporting women and minority faculty. New Directions for Teaching and Learning. San Francisco: Jossey-Bass.

The authors note the difficult problems faced by lesbian, gay, and bisexual faculty in academe. They describe steps that may be taken to improve campus climates, such as adopting a non-discrimination policy that includes sexual orientation and the need for academic leaders to offer unequivocal responses to acts of intolerance.

Cultural Leadership

Bensimon, E. M., & Neumann, A. (1992). Redesigning collegiate leadership: Teams and teamwork in higher education. Baltimore: Johns Hopkins University Press.

Bensimon and Neumann explore leadership and the need for collaboration through teams. They describe eight thinking roles for leadership teams: definer, analyst, interpreter, critic, synthesizer, disparity monitor, task monitor, and emotional monitor.

Bensimon, E. M., Neumann, A., & Birnbaum, R. (1989). Making sense of administrative leadership: The "L" word in higher education (ASHE-ERIC Higher Education Report No. 1). Washington, DC: Association for the Study of Higher Education.

This monograph explores the theoretical underpinnings of leadership relating the discussion to higher education institutions. The authors highlight some of the problems of applying traditional leadership views to academic organizations particularly in light of notions of shared authority and joint governance.

Birnbaum, R. (1992). How academic leadership works: Understanding success and failure in the college presidency. San Francisco: Jossey-Bass.

The author examines the processes colleges and universities use to replace and renew leadership as well as the effects that such changes have in renewing organizational values and commitments. Birnbaum adopts a cultural/interpretive perspective as he examines extensive qualitative data collected from the Institutional Leadership Project (ILP).

Bolman, L. G., & Deal, T. E. (1991). Reframing organizations: Artistry, choice, and leadership. San Francisco: Jossey-Bass.

Bolman and Deal discuss four ways of understanding organizations in terms of theoretical frames: the structural frame, the human resource frame, the political frame, and the symbolic frame.

Burns, J. M. (1978). Leadership. New York: Harper & Row.

Burns identifies two predominant modes of leadership: transactional and transformational. Transactional leadership involves an exchange process between leaders and followers. Transformational leadership involves engaging the needs or motives of followers in relation to some higher or perhaps moral cause.

Chaffee, E. E., & Tierney, W. G. (1988). Collegiate culture and leadership strategy. New York: American Council on Education and Macmillan Publishing.
The authors describe case studies conducted at seven higher education institutions. They provide a framework with which to explore the many different facets of organizational culture focusing on the role of symbols, organizational saga, the role of time and space, and the use of information.

Davis, S. M. (1984). Managing corporate culture. Cambridge, MA: Ballinger.
Davis builds on the central notion that an organization's daily beliefs ("nitty-gritty beliefs of everyday life") are derived from its guiding beliefs (beliefs that are loftier and of greater importance). He describes a corporate turnaround that involved the use of cultural strategies and suggests tips for the diagnosis, prevention, and correction of pitfalls involved in changing organizational culture.

Kellerman, B. (Ed.). (1984). Leadership: Multidisciplinary perspectives. Englewood Cliffs, NJ: Prentice-Hall
The editor includes a variety of discussions related to conceptions of leadership and offers a range of disciplinary perspectives. Most pertinent to cultural

theories of leadership is a chapter by Martin M. Chemers entitled "The Social, Organizational, and Cultural Context of Effective Leadership" which focuses on leadership as an interpersonal process.

Sergiovanni, T. J., & Corbally, J. E. (Eds.). (1984). Leadership and organizational culture. Urbana: University of Illinois Press.

This edited volume includes chapters covering a range of organizational and leadership issues as they pertain to a cultural framework. Chapters relate to both theoretical and practical concerns covering four broad areas: reconceptions of leadership theory and practice, organizations as cultural systems, theory of practice in educational administration and organizational analysis, and theory into practice.

Smircich, L., & Morgan, G. (1983). Leadership: The management of meaning. Journal of Applied Behavioral Science, 18(3), 257-273.

The authors focus on how organizational culture exists as shared meaning and the role that leaders play in interpreting and constructing meaning.

Tierney, W. G. (1988b). The web of leadership: The presidency in higher education. Greenwich, CT: JAI Press.

The author explores leadership in higher education by presenting an in-depth study of a president at a small liberal arts college. Tierney applies an anthropological framework to uncover how leadership operates in a cultural milieu.

Tierney, W. G. (1989). Curricular landscapes, democratic vistas: Transformative leadership in higher education. New York: Praeger.

The author examines the role leaders play in shaping institutional mission and curriculum. He focuses on how leaders may engage academic communities democratically in setting institutional direction.

Organizational Change

Corbett, H. D., Firestone, W. A., & Rossman, G. (1987). Resistance to planned change and the sacred in school cultures. Educational Administration Quarterly, 23(4), 36-59.

The authors examine school culture and staff members' reactions to change. The metaphors of "sacred norms" and "profane norms" are used to highlight the difficulties in changing organizational culture. Sacred norms provide the basis for members' identities and give meaning to organizational activity, and thus, are seen as unchangeable. Profane norms do not establish broad meanings and are seen as changeable.

Cuban, L. (1990). Reforming again, again, and again. Educational Researcher, 19(1), 3-13.

Cuban focuses on why reforms continually return. Three examples of planned changes drawn from teaching, curricula, and governance are noted. The author offers a criticism of rational explanations of educational reform along with two alternative views: a political perspective and an institutional perspective.

Feldman, S. P. (1988). How organizational culture can affect innovation. Organizational Dynamics, 17(1), 57-68.
The author investigates the development of organizational culture in relation to ideals held by the organization's entrepreneurial founder. Feldman focuses on the interaction of culture and problems of innovation and concludes with a discussion of managerial implications.

Greenfield, T. B. (1973). Organizations as social inventions: Rethinking assumptions about change. Journal of Applied Behavioral Science, 9, 551-574.
In one of the earliest works related to organizations as social constructions, Greenfield points out the significance of dealing with the values and beliefs of organizational participants in order to bring about change. He suggests that the task of introducing organizational change depends upon the realities that members hold and their openness to accept new ideas.

Gumport, P. J. (1988). Curricula as signposts of cultural change. The Review of Higher Education, 12(1), 49-61.
Gumport argues that curricula reflect a complex, on-going process related to knowledge construction in which organizational participants ultimately determine what counts as knowledge and what knowledge is worthy

of transmission.

Lawson, R. B., & Ventriss, C. L. (1992). Organizational change: The role of organizational culture and organizational learning. The Psychological Record, 42, 205-219. The authors describe the findings of an organizational change program which focused on enhancing productivity. The findings suggest a strong linkage between changing organizational culture and perceived collective efficacy.

McLaughlin, M. W. (1990). The Rand Change Agent study revisited: Macro perspectives and micro realities. Educational Researcher, 19(9), 11-16. McLaughlin reexamines a previous study of educational change conducted between 1973-1978 which revealed the influence of local factors rather than federal projects in achieving change. The need to involve teachers in the educational change process is noted. The author provides additional evidence for the power of organizational norms and practices and the necessity to involve organizational participants as change agents.

Meyerson, D., & Martin, J. (1987). Cultural change: An integration of three different views. Journal of Management Studies, 24, 623-647.

The authors present three disparate frameworks for viewing culture and cultural change and discuss the implications for organizations. The three frameworks are contingent upon notions of integration, differentiation, and ambiguity.

Rossman, G., Corbett, H., & Firestone, W. (1988). Change and effectiveness in schools. Albany: State University of New York Press.

The authors examine the connection between culture, change, and effectiveness by exploring the complex norms, values, and beliefs at three high schools identified as innovative settings.

Schwartz, H, & Davis, S. M. (1981). Matching corporate culture and business strategy. Organizational Dynamics, 10(1), 30-48.

Schwartz and Davis propose that managers can gauge organizational culture and determine its likely impact on business strategies. They stress the differences between climate and culture and present a process whereby culture can either be changed or "managed around" in order to implement business strategy.

Central to the discussion are four dimensions of organizations: structure, systems, people, and culture.

Organizations as Cultures

Allaire, Y., & Firsirotu, M. E. (1984). Theories of organizational culture. Organization Studies, 5, 193-226.

The authors organize a typology of the concepts of culture around two general views of culture: ideational perspectives and sociocultural perspectives. They offer a conceptual framework for organizational culture based on three interrelated components: a sociostructural system, a cultural system, and individual actors.

Birnbaum, R. (1988). How colleges work. San Francisco: Jossey-Bass.

The author discusses five models for understanding how colleges and universities operate: collegial, bureaucratic, political, anarchical, and cybernetic. Of particular help is the discussion of the cybernetic institution, which draws on cultural perspectives. Birnbaum also offers tips on effective leadership strategies.

Deal, T. E., & Kennedy, A. A. (1982). Corporate cultures. Reading, MA: Addison-Wesley.

Deal and Kennedy note the positive relationship between

strong corporate cultures and the most successful businesses. They discuss avenues to developing a strong culture emphasizing values, heroes, rites and rituals, and cultural networks.

Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C., & Martin, J. (Eds.). (1985). Organizational culture. Newbury Park, CA: Sage.

The editors include a number of articles and papers guided by four general questions: What is meant by organizational culture? Can it be managed? How does one conduct organizational culture research? And what is the broader context within which organizational cultures exist?

Morgan, G. (1986). Images of organizations. Beverly Hills, CA: Sage.

Morgan provides a metaphorical analysis of organizational theories. He highlights organizations as machines, organisms, brains, cultures, political systems, psychic prisons, flux and transformation, and as instruments of domination.

Peters, T. J., & Waterman, R. H., Jr. (1982). In search of excellence: Lessons from America's best run companies. New York: Harper & Row.

The authors examine America's best-run companies, emphasizing culturally innovative characteristics. They develop eight attributes related to organizational effectiveness: a bias for action, closeness to the customer, autonomy and entrepreneurship, productivity through people, hands-on and value-driven, stick to the knitting, simple form and lean staff, and simultaneous loose-tight properties.

Schein, E. H. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.

Schein clarifies the concept of organizational culture while arguing that culture and leadership are inextricably linked. He discusses organizational culture as both an explanation and a cause of organizational phenomena.

Smircich, L. (1983). Concepts of culture and organizational analysis. Administrative Science Quarterly, 28, 339-358.

The author examines the significance of the concept of culture for organizational analysis by reviewing research areas where the intersection of culture theory and organizational theory is evident. Smircich

identifies five such research areas: comparative management, corporate culture, organizational cognition, organizational symbolism, and unconscious processes and organization.

Tierney, W. G. (1988a). Organizational culture in higher education. Journal of Higher Education, 59(1), 2-21.
Tierney explores the utility of understanding higher educational institutions from a cultural perspective. He develops a cultural framework in which six key elements are delineated: environment, mission, socialization, information, strategy, and leadership.

Wilkins, A. L. (1983). The culture audit: A tool for understanding organizations. Organizational Dynamics, 12(2), 24-38.
The author suggests examining organizational culture by focusing on key organizational assumptions that provide direction for employee action. Wilkens proposes an examination of implicit social contracts, namely assumptions about employee work and about reward and punishment. He argues that fundamental organizational assumptions are most observable during times of challenge or assertion and describes three such periods: when employees change roles, when subcultures conflict, and when top management makes critical

decisions about policy.

Theoretical Works On Culture

Alexander, J. C., & Seidman, S. (Eds.). (1990). Culture & society: Contemporary debates. Cambridge: Cambridge University Press.

The editors include selections relating to cultural theory written by several renowned social theorists. Especially helpful is the opening chapter by Alexander entitled "Analytic Debates: Understanding the Relative Autonomy of Culture" in which a variety of cultural perspectives are outlined.

Gamst, F. C., & Norbeck, E. (Eds.). (1976). Ideas of culture. New York: Holt, Rinehart and Winston.

The editors offer selected writings on the conception of culture. Chapters are organized around the nature of culture and dynamic aspects of culture. Discussions range from the treatment of culture as symbols, to the social order as culture, to functional interpretations of culture.

Geertz, C. (1973). The interpretation of cultures. New York: Basic Books.

This book offers a collection of essays by Geertz about culture. In an essay entitled "Thick Description:

Toward an Interpretive Theory of Culture," Geertz describes the essentials of the interpretive process and the need to gain a deep and rich understanding of human behavior in relation to symbolic meaning.

Geertz, C. (1983). Local knowledge. New York: Basic Books. Geertz discusses the role that culture plays in human understanding. Two essays are particularly insightful. In "Blurred Genres" the author highlights the changing nature of social science research, and in "Centers, Kings, and Charisma" he explores the symbolic aspects of power.

Rosaldo, R. (1989). Culture and truth. Boston: Beacon Press. Rosaldo discusses the changing nature of social analysis emphasizing the dynamic role that culture plays in shaping and reshaping behavior. He rejects traditional notions of objectivity and neutrality and argues instead that social observers should analyze culture in a more interactive manner.